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ABSTRACT

The organic curriculum is an attempt to meet challenges to education in a systematic way instead of dealing with each as an isolated segment. It proposes to radically change the present secondary educational program in the direction of the learner-oriented curriculum. The objective of the program is to integrate academic training, occupational training, and personal development in grades nine through twelve. Two Chicago Catholic high schools participated in the nationwide network entitled Educational Systems for the 1970s. The local coordinator's main objective was to assist the two schools in becoming more learner-responsive institutions through interaction with the faculty, administration, and students of the schools. As a result of the program, teachers have begun to revise the curriculum and their teaching methods and to write individualized courses of instruction, and the staffs of the schools are aware of the need to implement performance objectives. The major recommendation is that the program be continued because it has made a significant impact on the schools. Appendixes provide examples of materials used in and generated by the two schools. (Author/IRT)

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FINAL REPORT

Project No. 9-0162

Grant No. OEG-5-9-230162-0031

Coordination of Organic Curriculum Development in the Catholic Schools of Chicago, Illinois

Miss Geneva Ann Pedersen
ES '70 Coordinator

Chicago Catholic Schools
430 North Michigan
Chicago, Illinois 60611

September, 1970

U.S. Department of
Health, Education and Welfare

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INTRODUCTORY SECTION

Summary

The problems and shortcomings associated with our present day program of education indicate a need for a major redefinition of goals and an overhaul of the educational process. Educational experiences must do more to maximize self-actualization. Technology and other innovations have made significant contributions to improve the secondary curriculum. The computer has promoted flexible scheduling and has provided more efficient communication between occupational demands of industry and curriculum planners. Tutorial programs and teaching machines are already contributing to a more personalized educational program for meeting individual differences among secondary students. In short, American education seems to be drawing from a variety of means to meet perennial educational challenges.

The organic curriculum is an attempt to meet these challenges in a systematic way instead of dealing with each innovation as an isolated segment. It proposes to radically change the present secondary educational program in the direction of the learner-oriented curriculum. The objective of the program is to integrate academic training, occupational training, and personal development in grades nine through twelve. This comprehensive program should also draw from past, present, and future research in order to maximize individualized instruction.

Twenty school districts have agreed to become involved in the planning, development, and eventual implementation of this program. These twenty districts make up a network entitled ES '70 (Educational Systems for the 1970's).

The task before the groups and agencies involved in the ES '70 project will be to achieve the following objectives:

1. A learner-centered curriculum, highly relevant to the adult roles which the student would be expected to play upon graduation.
2. Individualized or "customized" education for each student.
3. Utilization of appropriately tested and educationally oriented technology.
4. Employment of suitable organizational and administrative patterns.
5. Economic practicality within available resources.

Each ES '70 district has been provided with a local ES '70 coordinator. The stated objectives and functions of these coordinators follow:

Objectives:

A. Delimit general purposes of the organic curriculum to the local school districts.
B. Utilize all available funding sources for support.
C. Deal with a variety of complex questions which may arise from a radical remodeling of the secondary curriculum.
D. Prepare a climate for and bring about, change in the attitudes and behavior of people so that the curriculum becomes learner-centered.
E. Develop an integrated, comprehensive curriculum nine through twelve.
F. Act as an agent for communication.
G. Evaluate each step of the program.

Functions:

A. Develop an ES '70 PERT for the local district.
B. Establish a local professional steering committee.
C. Develop appropriate staff.
D. Develop instructional management and career guidance programs.
E. Establish appropriate communications.
F. Analyze local school administrative requirements: design, install and evaluate administrative program for the local district.
G. Determine local space and facilities requirements: procure, install and try out new facilities and evaluate.
H. Evaluate total ES '70 program within the local district.

The Archdiocese of Chicago is one of the twenty ES '70 school districts and the one with which this report is concerned. Two high schools within the diocese were designated ES '70 schools: Loretto Academy (250 girls); Mt. Carmel High School (900 boys).

Some quotes from teachers at Mt. Carmel and Loretto point up the results they see due to their affiliation with ES '70:

1. "People are now thinking about behavioral objectives and individualized teaching to an extent never before realized. People are reading and writing about it also. This would not have happened without ES '70."

2. "ES '70 has 'stirred the pot' here at Carmel. We have always been, so it seemed, content and self-satisfied with the success of our efforts. I think ES '70 has begun to cut away at that by providing us with a new criterion for introspection, a process that is beginning to spread throughout the faculty."

3. "The ES '70 idea to my knowledge produced:
   a. Critical review of present methods.
   b. Comparative improvement in learner oriented teaching.
   c. Stimulation to continuous efforts to formulate ES '70 applications."

4. "The idea of individualized instruction is not new but ES '70 has at least attempted to make this realistically possible within each classroom."

5. "Greater awareness on part of faculty and administration on need for flexibility and individuality."

The aforementioned results of the ES '70 affiliation indicate marked changes in teacher attitudes--changes about teaching, about students, about the educational process itself. The late entry of the Archdiocese of Chicago into the ES '70 network caused it to make less progress toward developing the skills which teachers need to implement these changed attitudes. All involved in the two ES '70 schools realize that they need far more time to develop the skills needed to change Loretto and Mt. Carmel, to individualize instruction, to re-evaluate curriculum and to implement the idea of performance based objectives.

The affiliation with ES '70 brought home the truth (sometimes painfully) of the following ideas:

1. Change takes time.
2. Change comes more quickly from within using key people in the school such as those who are most respected and influential. It comes more readily when the administrators, especially the principal, are in support of the desired change and the procedures to accomplish the change.
3. Change comes more quickly when teachers can participate in the change process.
4. Change comes more quickly when there is immediate feedback of successes along the way.
5. Change comes when it is not seen as overpowering or enforced, but rather as possible in small steps and on a voluntary basis.

6. Change comes more readily when it is well planned.
7. Change comes when the need for it is truly realized by many within the school.
8. Change is not initiated as readily through written communications as it is through the spoken word and actual involvement.
9. The change agent, in this case the ES '70 coordinator, should have an accurate understanding of teachers' thinking about the proposed changes, based on facts, not assumptions.
10. The change agent must convince teachers of the need to spend time discussing the philosophy and goals of the school, and the need to come to agreement on these before any overhaul of the educational system can take place.

Introduction

On May 11-12, 1967, at Nova High School, Fr. Lauderdale, Florida, Mr. David Bushnell and Dr. Robert Morgan of the U.S. Office of Education met with superintendents of fifteen school systems. The purpose of the meeting was to establish a network of the fifteen school systems which would plan and develop the organic curriculum. At that time each district superintendent agreed to employ a local program coordinator who would be assigned full time to the organic curriculum program. It was also agreed that the U.S. Office of Education would provide funds to pay the fifteen local program coordinators beginning in September, 1967.

At the second annual ES '70 Network Meeting held in San Mateo, California, May 23-24, 1968, it was agreed that a private school system should be contacted to participate in the ES '70 project. Dr. David Bushnell contacted the School Office of the Archdiocese of Chicago and discussed the possibility of this school office's participation in the ES '70 Network. Two private high schools were selected for the project, and head administrators from these two schools indicated interest in the network. The two schools: Loretto Academy and Mt. Carmel High School.

Loretto Academy is an all-girls' school. The population is 100% black students. It has been career-oriented since 1966. Each year there are more incoming freshmen who fall below the 50%tile academically. Loretto accepts any student without regard to race, creed, or academic achievement. It is located in the ghetto area of Chicago, called Woodlawn. Loretto also draws students from outside the Woodlawn area.

Mt. Carmel, also located in the Woodlawn area of Chicago, is an all-boys', Catholic, college-prep, high school. Mt. Carmel's population is predominantly white students. Approximately twelve per cent are black students. It has nine

hundred students who come from all parts of the city of Chicago, and areas of northern Indiana.

Loretto has a staff of twenty including administrators. Mt. Carmel has a staff of forty including administrators. Half the members of both faculties are religious. The other half of both faculties are laymen. The two schools are one block apart.

Methods

My main objective as ES '70 Coordinator at Loretto Academy and Mt. Carmel was to assist these schools in taking concrete steps toward individualizing instruction and toward becoming more learner-responsive schools. The methods which I used were very basic and yet most helpful and necessary in order to promote the desired change in schools where all administrators, even the principals, teach. The availability of one individual in the person of the ES '70 coordinator to do the following types of things was felt in our district to be the most valuable part of ES '70 affiliation. Some of the procedures used to carry out the objectives:

1. Interviews with a. administrators b. department heads c. faculty members d. students.
2. Frequent meetings with the superintendent to enlist his ideas and to review progress.
3. Frequent meetings with the principals to plan, to review, and to assess.
4. Frequent meetings with department heads to plan, to review, to evaluate, and often to restructure plans.
5. Frequent meetings with the entire faculty to inform, to listen, and to review progress.
6. Frequent meetings with individual faculty members at their request, to assist them in their efforts to individualize instruction and to write performance objectives.
7. Institute days devoted to re-evaluating and rewriting school, department and course objectives.
8. Classroom observations of all teachers.
9. Written and oral communications to all faculty members at times, and to individual members at other times. Following a workshop I attended I would attempt to disseminate this workshop's ideas to entire faculties. Following classroom observations or individual requests, I would distribute pertinent information to individual faculty members.
10. Trips and visits were arranged for myself and/or faculty members to schools, workshops, or persons who could assist us in attaining our objectives for the schools.

11. A task group met regularly learning to write performance objectives.

More specifically here are some of the steps followed in the course of the above-mentioned meetings:

1. Enlisting agreement of faculties on the following assumptions:
   a. Students enter high school with different cultural, physical, and academic backgrounds.
   b. Students learn at different rates.
   c. Students enter with varying academic strengths and weaknesses.
2. Discussing implications of the above and planning a strategy for individualizing which the above seems to imply. The strategy:
   a. Review and/or write a school philosophy.
   b. Review and/or write school goals.
   c. Review and/or write department and course objectives in performance terms.
3. Devoting faculty meetings to the "Why" and "How" of performance objectives; and to the writing of performance objectives for departments and courses.
4. Keeping myself and faculties informed on innovative and experimental programs through the following means:
   a. Reading and dissemination of relevant literature from educational journals, research, experimental studies, innovative school findings, etc.
   b. Attending workshops and presenting information gathered from these workshops to the faculties.
5. Coordinating arrangements for teachers and administrators from Mt. Carmel and Loretto to visit some innovative school programs; to attend some workshops; and to come in contact with some of the important educational findings and information necessary for individualizing instruction.
6. Evaluating with a group of teachers and administrators from Mt. Carmel and Loretto experimental materials written by Robert Boston of Bloomfield Hills, Michigan. The materials were concerned with the following topics: Writing Performance Objectives; Classifying Performance Objectives; Design of Instructional Activities.

FINDINGS

Results

Some results within the Archdiocese due to its ES '70 affiliation have been the following:

1. Teachers have been made aware of the need to re-examine curriculum and methods, and how to re-examine these. The result is that the teachers have begun to revise curriculum and methods to meet the criteria of a more learner-responsive system.
(See Appendix A)

2. Teachers have been made aware of the need to individualize, and how to individualize. The result is that individualized courses of instruction are being written in both schools, and more teachers are starting to vary their teaching methods in order to provide a less teacher-centered system.
(See Appendix B)

3. Teachers, administrators, and other staff have been made aware of the need to implement performance objectives and the how to write these. The result is that they are being written at all levels.

4. Teachers and others have been made aware of the above through the assistance of an ES '70 coordinator, superintendent, principals and staff members who have received much information and training from ES '70 in the form of : personnel, materials, workshops, meetings, research, products--the entire communication network.
(See Appendix C)

5. Information stressing some of ES '70's major ideas such as, the need for defining operational goals, and management by objectives, has been presented to many outside our two Archdiocesan ES '70 schools. This information has been provided for: the staff of the Archdiocese's Educational Office, administrators of Catholic high schools in and out of the Chicago area; administrators and teachers of Catholic grade schools in the area.
(See Appendix D)

6. Valuable contacts have been made in the attempt to further ES '70 goals. For example, in the process of finding out more about vocational education for Catholic schools, the former ES '70 coordinator for the Archdiocese, became a member of the committee to revise the Illinois State Plan for Vocational Education.

7. Contacts have been made that might not have been made with people in the following areas: business, industry, other educators, public school board personnel, state department personnel, etc. Dissemination of ES '70 goals through visits, literature, or meetings has often followed these contacts.

The principal of Mt. Carmel High School summarized the effects of ES '70 affiliation in the following manner:

> "Prior to our involvement in ES '70, Mt. Carmel High School placed most of its emphasis on spoonfeeding a basic college-preparatory curriculum to more or less motivated young men. We assumed we had what our students needed for college entrance--our only problem was to pound this traditional material into students' brains.
>
> Now we have begun the long process of re-evaluating our educational goals, our curriculum, our methods of teaching. We have switched in our thinking from a teacher-centered approach to a more student-responsive philosophy: we want teachers to be concerned about the students' involvement in their own learning.
>
> More and more of our teachers are questioning unexamined assumptions, methods, and goals. Many teachers who were going stale are discovering a new interest in teaching--they feel challenged, invigorated.
>
> In short, ES '70 means two basic changes at Mt. Carmel: our curriculum and methods are in the throes of re-examination and renewal; our teachers are coming alive to what teaching is all about."

Although our two ES '70 schools are very different from each other in their populations, facilities, and emphases, there were similarities observed by this coordinator.

Some similarities in regards to students and classes:

1. Most classes in both schools relied heavily on one text only.
2. Students in most classes were "covering" the same material.
3. In most classes students were receiving the same tests, at the same time.
4. In most classes teachers were doing the majority of "teaching".
5. There was much teacher talk in most classrooms.
6. Both schools were using some kind of "tracking".

Some similarities in regards to faculty:

1. In both schools very little time was devoted to professional enrichment in the forms of in-service programs, curriculum planning time, departmental meetings, etc.
2. Very little formal time was devoted to the sharing of ideas among faculty members.
3. There was very little knowledge of what other similar high schools in the area and outside were doing in the realm of experimentation and innovation.

Some similarities in regards to education in general:

1. Both schools were primarily concerned in finding the answers to the following questions: How do you motivate the slow student? How do you become a more learner-responsive school with what appears to be insufficient personnel, insufficient time, insufficient funds? How do you individualize instruction with twenty or thirty students in a room and one teacher?
2. Both schools were concerned with immediate action. Long-range planning was definitely not a priority. One reason for Loretto having this concern was the fact that she did not yet know that she would be able to exist this 1970-71 school year. The lack of funding has been a continual problem.

Loretto Academy enlisted the professional services of representatives from the National Training Lab who came in and conducted a Developmental Program using the inquiry process to collect data and set goals. This program started this past spring. Representatives interviewed teachers, students and parents regarding development of the school. The representatives asked for opinions on curriculum and other improvements needed in the school program and organizations. Students and parents were and are now involved in setting goals, establishing and implementing curriculum and other school decisions. (See Appendix E)

Human relations workshops were a very essential part of the Developmental Program. Again, students, parents and teachers were involved in these and will continue to be so involved.

As a result of the data findings, and the intensive workshops held in the spring, and two weeks of the summer, Loretto has initiated a revamped and revitalized curriculum program. This program will be on a trimester schedule. It is a program which has allowed for and accepted much "input" from both teachers and students.

Each teacher was given the amount of time he felt was needed for his course (eg. 4 hours a day, every day for a trimester or one hour every day for the year). A very interesting addition to the program is the inclusion of 3 counselling hours a week. At these times each teacher will be responsible for 15 students. The time will be used for individual and group counselling, and speaking to the concerns of the group at times and to the concerns of the total school at other times.

One of the most exciting changes seen by many of those of us involved in the above Program was the very definite improvement of interpersonal communications between faculty members and between faculty members and students. They are sharing ideas, time, and resources to a far greater degree than ever before.

Other programs which Loretto will continue or initiate: Loretto will continue to send students to a nearby hospital to acquire skills in Basic Hospital Care; some seniors will be sent to business offices where they will use various secretarial skills; an Education course will be initiated. The students will take this course for credit, and will spend part of the class time tutoring students in an elementary school.

For many reasons these indications that Loretto is becoming a more learner responsive school are seen as a result of being "turned on" by ES '70.

As Mt. Carmel began to change from an authoritarian system to a more student responsive one, many problems surfaced which had developed during the old authoritarian era. Some of these problems were the following: 1) Inadequate attention to the unsatisfactory race relations within the school. 2) Divergent educational philosophies among faculty members which made the establishment of school goals and objectives most difficult. 3) Insufficient attention to, or improvement of, interpersonal communications among all: faculty members and other faculty members; students and other students: faculty members and students.

All of the above problems were revealed as the racial tension between the blacks and the whites surfaced. The tension was realized when student involvement and dialogue became more prevalent in classrooms as teachers began to incorporate ES '70 ideas. True attitudes, feelings, hostilities, and misunderstandings were often unveiled in these more "open" situations.

Students were invited to give their opinions and ideas within various classrooms, and they also began to give these outside the classroom situations. Like many of their peers across the country, Mt. Carmel students requested more "say" in disciplinary procedures, and student government. They also asked for improved channels of communication between themselves and the administration.

It is evident that Mt. Carmel's administration and faculty members are responding to the above concerns. Evidence of this is seen in the newly organized student council in which students will be able to affect important areas of school life for the first time. The hiring of a black counselor to assist in the area of communications is also seen as evidence that Mt. Carmel is responding to student concerns.

The surfacing of the problems and the responses now being made are seen as results of ES '70 involvement.

Conclusions and Recommendations

There is definite evidence that a climate for change exists in the Archdiocese of Chicago's two ES '70 schools, and that these schools have become more learner-responsive institutions because of their ES '70 involvement.

More time, more skill development, and more concentration on a true systems approach to education must follow before these schools can totally meet the goals of ES '70.

The progress toward these goals has been consistent if not complete. The progress has been more pronounced in some areas than in others. For example, most emphasis has been in the areas of Staff Development and Instructional Management. This emphasis was decided upon after assessing the schools through interviews, meetings and classroom observations. Although the area of School Management has been emphasized this has been to a lesser degree than the above-mentioned areas. The least attention has been given to Evaluation other than where it is presupposed in the development of any and all performance objectives. However, an adequate overall evaluation remains the major area of weakness in both schools. This is for two reasons, I believe. The reasons are: a lack of time; and a lack of knowledge about adequate evaluation systems on the part of the coordinator and faculties.

It cannot be said yet of either school's curriculum that it is highly relevant to the adult roles expected of students upon graduation. Progress has been evidenced in this area as indicated earlier in this report.

Both schools are giving more attention to individualized instruction. Mt. Carmel's newly constructed learning center, and Loretto's recently installed reading laboratory provide greater opportunities for emphasizing such instruction.

Utilization of appropriately tested and educationally oriented technology, another ES '70 goal, is far from realization. However, Mt. Carmel will be involved this year in implementing the Tri University Project's English objectives.

Employment of suitable organizational and administrative patterns, also an ES '70 goal, has been receiving considerable attention on the part of both schools. Administrators have attended management workshops, and they have allocated funds for professional consultants in this area to work with the faculties.

One of the most obvious outcomes of ES '70 influence has been the realization on the part of the faculties of the need for continuing programs in the area of staff development. In-service workshops are now an essential part of the school calendar at our two ES '70 schools. This was not true prior to their ES '70 involvement.

Recommendations

In order to guarantee any success in overhauling educational practices a first recommendation would be to ensure that staff members are truly talking to, listening to, and understanding one another. Human relations workshops for staffs and workshops emphasizing skills in group processes are ways of facilitating this. There should be an ongoing program in these areas throughout the year(s).

The next recommendation would be to involve students and faculty members in the same kinds of workshops as mentioned above.

Another recommendation would be to have all faculty members involved in the reviewing and/or writing and internalizing of a school philosophy and goals. It was difficult to convince teachers of the need to do this because of their many immediate classroom needs and problems. Discussion of philosophy and goals is often seen as too much theory and too little action.

The collection and dissemination of data concerning the attitudes and desires of students, parents, faculty members and administrators is another recommendation. Many changes and innovations in the past have been based on ill-founded assumptions. Reliable data collection diminishes that possibility.

It is highly recommended to any school planning change that it initially work intensively with small motivated task groups. Staff development procedures with entire faculties will then be more successful because the task group members will often act as catalysts for the desired change.

All persons involved in planning educational change need to acquire skills in management by objectives and problem solving in order to facilitate long and short range planning within the school.

There should be continuous evaluation and record-keeping in any change process, not only for the purposes of determining progress, selecting alternatives and implementing in other schools, but also for the purpose of guaranteeing smooth transitions when there are personnel changes. In the Archdiocese of Chicago the principals of both ES '70 schools changed during their Network affiliation. There was also a change in coordinators during this period.

The major recommendation would be that the ES '70 Network should continue. It has made a significant impact in those schools with which it is affiliated. It would be a great mistake if the progress and changes initiated thus far would dissipate due to a lack of coordination and communication provided for by a Network.

APPENDIXES

APPENDIX A

(Each department at Mt. Carmel filled in a similar outline. This was a starting point for looking at the present curriculum.)

LANGUAGE DEPARTMENT

Syllabus

I. IN CONCRETE TERMS TELL WHAT YOUR DEPARTMENT IS? WHAT IS IT THAT YOU TEACH YOUR STUDENTS.

The Language Department of Mt Carmel maintains that languages ought to be taught because they are the basic tool of communication between men.

The primary goal of teaching languages at Mt. Carmel is aimed at:

A. introducing the student to a foreign language.
B. providing the students with those skills which will enable communication in a foreign language on a basic, limited and elementary level.
C. enabling the student to continue a study of the language.
D. familiarizing the student with the culture and customs of another people distinct from himself.

II. WHY IS YOUR DEPARTMENT AND THE COURSES IN IT RELEVANT TO THE STUDENTS NOW AND TEN YEARS FROM NOW?

Languages are relevant only to the degree that they are used. Their use is determined by the people who normally speak a given language, or by situations wherein knowledge of the language is mandatory.

Therefore, Mt. Carmel's Language Department offers the following foreign languages:

A. French because of its traditional use as a diplomatic language and the extensive areas of the world that will continue to employ it (eg. Viet Nam and much of South East Asia, North Africa, and Canada).

B. German because of its value as a research tool, especially in areas of science, international law, math and engineering.

C. Latin because it provides the student with a basic knowledge of how languages work, and can be directly employed in such areas as law, medicine, art and classical studies.

D. Spanish because it is the most often spoken language of the western hemisphere. Knowledge of the language is invaluable once the extent of its use in business is considered.

E. Russian because, like English, it represents the language of that part of the world that is playing the most significant and prominent role in world affairs and which will continue to do so for some time to come.

III. WHAT CONCRETE, MEASURABLE SKILL WILL YOUR STUDENTS GAIN FROM YOUR COURSE? WHAT WILL THEY BE ABLE TO DO?

At the end of three years of study each A-LM student should have attained a level of proficiency in the following language skills:

A. Listening comprehension: He will distinguish sounds peculiar to each foreign language as basis for further audio-comprehension.
   1. Listen to sound symbols of the foreign language.
   2. Select individual sound symbols of the language.
   3. Interpret fundamental sound symbols.

B. Speaking: He will speak with a pronunciation and intonation acceptable to a native speaker, with grammatical accuracy, and with adequate fluency.
   1. Recombine sound symbols structurally, eg. words, phrases, sentences.
   2. Vocalize sound patterns at normal speed for communication.

C. Reading: He will be able to read student publications, and most non-technical contemporary writing with comprehension, and be prepared to begin reading literature from periods other than his own.

D. Writing: He will be able to write correctly anything he can say.

1. Represent graphically the sound symbols.
2. Copy dialog adaptations.
3. Transcribe dictations based on dialogue.
4. Graphically communicate ideas within the foreign language using the written symbols of the language.

E. Culture: He will acquire a sensitivity to the value system and behavior patterns of the people whose language he is studying.

1. Compare and contrast American life-style in such areas as food, housing, dress, sports, etc. with that of the people of the language being studied.
2. Identify the particular social, economic, political and religious characteristics of the people within the target language.

IV. BY WHAT MEANS WILL THE STUDENTS OBTAIN THESE SKILLS? IN GENERAL TERMS WHAT MATTER WILL BE COVERED DURING THE YEAR? WHAT MEANS OR METHODS WILL BE USED TO IMPLEMENT THE MATTER?

A. The subject matter is the specific language being studied. It implies that the student will be able to use the language in a meaningful way by speaking and understanding it. Knowledge of the structure, i.e. grammar and syntax will be explained only after basic audio-lingual skills have been achieved.

B. Therefore, the method used in teaching the language and its use is called the Audio-Lingual Method and involves:

1. memorization of basic dialogues.
2. adapted conversations.
3. structure drills.
4. use of the language laboratory and similar facilities.

Other methods are supplementary and include:

1. the reading of short stories.
2. book reports of novels of the target language, but written in English.
3. learning of proverbs, jokes, etc. in the language.
4. culture-studies through films, slides and other audio visual techniques.

APPENDIX B

(Included in Appendix B are samples of the initial use of performance objectives in some courses at Mt. Carmel and Loretto.)

Terminal Performance Objective

Given the 15 French possessive articles the learner will translate them into English when he hears them spoken, and when he sees them in their written context. He will write them in their correct forms preceding nouns. Finally, he will demonstrate their use in spoken French at his level of instruction with 90% accuracy.

TPO 1.0 Given the 9 French possessive articles referring to singular persons the learner will translate them into English when he hears them used at his level of instruction, spoken by the teacher or the tape, with 100% accuracy.

IPO Given 9 spoken French sentences at his level of instruction, each one containing a possessive article referring to singular persons, and arranged in order of first person, second person, third person, and in order of masculine, feminine and plural forms, the learner will:

1.1 identify them one at a time by translating them into English and telling whether they are masculine, feminine or plural forms, and whether they are first, second or third person.

1.2 describe how these are divided into the two categories of gender and number according to the antecedent and according to the thing possessed.

1.3 describe the similarities in sound among the masculine forms, among the feminine forms, and among the plural forms; and describe the sound before a feminine beginning with a vowel.

1.4 describe how the possessive articles differ from the English possessive article.

TPO 2.0 Given the 15 possessive articles the learner will write 20 phrases in which he uses those articles preceding different nouns at least two of which will be feminine singular beginning with vowels with 100% accuracy.

IPO Given the written list of the 9 possessive articles referring to singular persons the learner will:

2.1 copy the list and classify each one according to these forms:

	masculine	feminine	plural
	first person	first	first
	second person	second	second
	third person	third	third

2.2 describe in writing the similarities and differences in spelling between the 9 forms by underlining the vowels which indicate these similarities and differences.

2.3 describe in writing the forms of the possessive articles which precede feminine singular nouns beginning with vowels by writing six feminine singular nouns beginning with vowels, and precede them with the article, and explain why this change takes place.

2.4 Write from memory the list of 9 possessive articles and follow each one by a French noun.

2.5 Given a French paragraph at his level of instruction wherein the 9 possessive articles referring to singular persons are written in English, the learner will substitute their French forms with 100% accuracy.

2.6 Demonstrate procedures to construct a simple French paragraph describing his family and possessions, and employing the 9 possessive articles (paragraph of from 7 to 10 sentences in length.)

TPO 3.0 Given a tape recorder and a tape the learner will demonstrate procedures for the use of the 9 possessive articles by relating according to the level of his instruction, some facts about his family and their possessions; and by asking questions about the family and possessions of the listener. He will use all of the 9 possessive articles at least once with 90% accuracy.

IPO Given a tape recorder and a tape the learner will:

3.1 Name in French the 9 possessive articles referring to singular persons and arranged in order of gender and number with 100% accuracy.

3.2 Describe in English the procedure for choosing possessive articles to agree with the following nouns.

3.3 Read the French paragraph he wrote in IPO 2.6 after it has been corrected.

3.4 Formulate 10 original sentences wherein are used the 9 possessive articles, and including one example of a possessive article preceding a feminine noun beginning with a vowel, and read these sentences orally.

TPO 4.0 would be the plural forms of TPO 1.0

TPO 5.0 would be the plural forms of TPO 2.0

TPO 6.0 would be the plural forms of TPO 3.0

c/o 7.0
(TPO 2.5) Write a list of 9 possessive articles . . .

(TPO 3.4) Formulate 10 sentences and say them . . .

Given a tape or a teacher speaking a dictee at the level of his instruction the learner will take the dictee in writing with 90% accuracy of the possessive articles included in the dictee.

APPENDIX B

ENGLISH COURSE OBJECTIVE: Given a series of basic sentences a student will transform them into negative, imperative, elliptic, passive, and interrogative sentences by the addition, subtraction, and/or rearrangement of words with 90% correctness.

IPO-1 Given a series of basic sentences with auxiliary verbs the student will transform these sentences into negative sentences by adding "not" or "n't" after the auxiliary with 100% accuracy.

IPO-2: Given a series of basic sentences with auxiliary verbs the student will perform an ellipsis transformation by subtracting all words that follow the auxiliary with 100% accuracy.

IPO-3: Given a series of basic sentences the student will perform an imperative transformation by subtracting all the words that precede the verb with 100% accuracy.

IPO-1.

1-1. Given the following ten sentences the student will place an X before any sentence that is a basic sentence and underline any sentence which is not a basic sentence with 100% accuracy.

1. Helen is crying loudly.
2. Clarence will not smile tonight.
3. Father has caught a fish.
4. The boss would not make honey.
5. The man gave the boy a quarter.
6. The boss cannot give Riley a raise.
7. The Lord is my Shepherd.
8. Priscilla will not be the bride.
9. Helen seems nervous.
10. The king has not been kind.

1.2 Having separated the basic sentences from the non-basic sentences the student will carefully examine the underlined sentences and describe their similarities by answering the following questions with 100% accuracy.

How are all the underlined sentences alike? _____

_____

_____

What word is common to all the underlined sentences? _____

In all the underlined sentences the common word appears after what type of word? _____

_____

1.3 Using the above information the student will formulate a rule for transforming a basic sentence with an auxiliary verb into a negative sentence with 100% accuracy.

RULE: _____

_____

_____

(N.B. to Faculty: The test for IPO-1 consists of ten basic sentences which are to be transformed into negative sentences thus fulfilling IPO-1 as stated on page 1.)

APPENDIX C

(An example of how a department head has internalized ES '70 thinking communicating the need for change, to his department.)

TO THE ENGLISH DEPARTMENT:

Last week I visited Joliet Catholic High School. Since that time I have hade some ideas concerning our English department at Carmel. I thought I would jot down these ideas while they were still fresh in my mind. Please give these points some thought between now and our next meeting.

1. First of all, we must organize our department. We enjoy individual freedom to the extent that it damages the continuity and effectiveness of the English program. We must simply meet more often as a department and plan our curriculum and policies as a group.

2. We should begin to build up a department of core English teachers. So many of our teachers must prepare classes in other subject areas that their creativity is divided. A department with the maximum number of core English teachers will be noticeably more effective.

3. While all of us have excellent academic backgrounds in English we suffer in that we have not kept up our professional reading and contacts. We are not fully informed of the new directions and methodologies in our subject area. A more unifed department will make the updating easier since we will be able to share our insights and ideas with each other. In addition to greater communication between ourselves the updating of our professional talents can also be achieved by developing a good resource center for the department which will contain current periodicals, books curriculum guides and experimental curricula. We already receive a good number of periodicals but I have not made them readily available.

4. We can also increase our professionalism by developing an inservice training program. Please try to think of some ways we might accomplish this goal.

5. This year we planned on the visitation of each other's classes. We did not do any visiting. My brief stay at Joliet proved to me the value of such a practice. Visitation can give us many ideas on effective teaching methods and, most of all, give us some notions of the general direction of our four year program. All of us should have a very clear idea of the total English program and of our particular place in that program. Therefore, let us plan on visitation for next year.

6. We should all carefully examine the department and decide upon each teacher's special talents. If we can determine our special talents we will then be able to capitalize on them. This will not only result in a more effective program but it will also create more satisfying teaching experience for ourselves.

7. As we have already resolved and requested. one section of the building should be reserved for the English classes. An English "wing" will bring us in closer working contact with each other and will thus build unity. It will also give us greater flexibility in teaching practices. Possibly it will allow us to form some sort of team teaching program.

8. We must continue to plan the four year program in accordance with performance objectives. This will assure us of positive progression in the learning experience of our students. It will save us from duplication and from meaningless activities.

9. When our objectives have been decided upon. we must carefully examine the materials we will use to achieve these objectives. The criterion that we should use in selecting these materials should be 1) that they exemplify the skill that we are trying to convey. 2) they are meaningful and interesting to the student. 3) they are of suitable literary merit for the grade level in which they are being used.

10. We must develop a student-centered curriculum in which the students are active and working. The students cannot simply sit back and listen and the teacher exhuast himself lecturing. Our courses will have to be designed so that the student is engaged as much as possible in meaningful learning experiences.

11. We should redesign our program for the "disinterested" student.

12. We should work toward a curriculum in which Juniors and Seniors will be able to select electives.

13. Other thoughts:
    a. visitation this year
    b. student evaluation
    c. evaluation of reading program
    d. evaluation of speech program

APPENDIX C

(A sample of a summary distributed to the faculties of our ES '70 schools following the ES '70 Network meeting in Quincy, October, 1969)

IDEAS FROM THE QUINCY CONFERENCE

1. Staff development was the major topic of discussion. All discussion going back to it if it didn't originate there. Most of the coordinators admitted that changing the attitudes, methods, and ideas of teachers has taken and will take much time. Many work with those in their system who readily indicate a willingness to change if shown good reason. Convincing staff members that there is a need for change is difficult. (Research findings about schools witnessing unrest at various times are indicative of the need for change.)

2. Diagnosing the staff to see who does what best and capitalizing upon that strength was mentioned as being most important in a change process.

3. Diagnosing the school to see what gets in the way of learning, of reaching goals, etc., was recommended. One method mentioned, that seems to have improved communications, is that of interaction sessions between teachers and students. These sessions would center around the question of how each, faculty and student, could facilitiate learning. What each would like to see that they haven't seen in the school. Much preparation must go into this, readying both teachers and students for this kind of thing.

4. There is a need to involve kids in their own learning, student involvement. This too must be well planned with all job roles well defined as well as the specific listing of areas open to, and closed to, student involvement. (Adam's School in Portland has quite a system of checks and balances.)

5. These questions kept coming up--regarding our school systems:

Where are we going?
Where do we want to be?
Why?
Where are we now?
How do we get there?
How much time?

What will we look like when there?

6. We can begin to answer all the above questions and this doesn't take money.

APPENDIX C

BEHAVIORAL OBJECTIVES IN ENGLISH, GRADES 9-12

TRI-UNIVERSITY PROJECT

June 23, 1970

Dear Sir:

Since your school system has agreed to participate in the field testing of the catalog of representative behavioral objectives for English, grades 9-12, I would like to welcome you and invite your participation in a two-day workshop in Indianapolis, Indiana, on August 18 and 19, 1970.

The Tri-University Project will pay your travel and motel expenses, including meals. (Lunch will be provided on the two days of the conference; breakfast and dinner will be reimbursed). You will have to pay your travel and meal bills and then submit a voucher for your reimbursement, which will be sent to you approximately two weeks from the date of submission.

If your school system wishes to send other representatives to the meeting at the school system's expense, this is acceptable. But please send me this information so I can make the motel reservations for them.

The first meeting is 9:00 a.m. on Tuesday, August 18. If you must travel a considerable distance, please arrange to arrive on the evening of Monday, August 17. The conference will end at 4:00 p.m. on Wednesday, August 19. You should know, if you are arriving by plane, that there is no limousine service to the motel, (the Speedway Motor Inn). Taxi fare will be reimbursed.

Enclosed is a confirmation form; please fill it out and return it in the addressed, stamped envelope by July 1.

If you have any questions, please feel free to write.

Sincerely,

Thomas Pietras

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APPENDIX D

Dr. Hugh Livingston, *President*
Rev. Thaddeus O'Brien, *Vice-President*
Dr. Ben Wallace, *Secretary*
Dr. Gabriel Reuben, *Treasurer*

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200 Emory Road
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(Another result of ES '70: The "Research Utilization of Problem Solving" workshop immediately following our Chicago ES '70 meeting brought approximately 25 administrators of the Archdiocese's elementary schools in contact with ES '70 coordinators.)

ES 70 DISTRICTS

Atlanta, Georgia
Baltimore, Maryland
Bloomfield Hills, Michigan
Breathitt County, Kentucky
Boulder, Colorado
Chicago (Archdiocese of), Illinois
Duluth, Minnesota
Ft. Lauderdale (Nova), Florida
Houston, Texas
Mamaroneck, New York
Mineola, New York
Monroe, Michigan
Philadelphia, Pennsylvania
Portland, Oregon
Quincy, Massachusetts
San Antonio, Texas
San Mateo, California
Santa Fe (Institute of American Indian Arts), New Mexico
Willingboro, New Jersey

ES '70 INCORPORATED

CHICAGO, ILLINOIS

JUNE 22-23, 1970

GOALS OF NETWORK MEETING: FOCUS ON SCHOOL-INDUSTRY COOPERATION

Each ES '70 School district will implement a local plan for school-industry cooperation by January 1, 1971.

Each ES '70 school district will develop a local plan for school-industry cooperation by September 1, 1970. (Participants leave meeting with an outline of a plan)

1. Conference participants will specify the value of such cooperation.

2. Participants will identify necessary skills required to develop and implement their plan.

3. Participants will demonstrate skills to develop and implement their plan.

Dr. Hugh Livingston, *President*
Rev. Thaddeus O'Brien, *Vice-President*
Dr. Ben Wallace, *Secretary*
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Mineola, New York
Monroe, Michigan
Philadelphia, Pennsylvania
Portland, Oregon
Quincy, Massachusetts
San Antonio, Texas
San Mateo, California
Santa Fe (Institute of American Indian Arts), New Mexico
Willingboro, New Jersey

ES '70 INCORPORATED

JUNE 22-23, 1970

CHICAGO, ILLINOIS

AGENDA

June 21, Sunday Evening

8:30 - 9:30 Hospitality Reception, Conrad Hilton

June 22, Monday

9:30 A. M. Opening of Conference - Dr. Hugh A. Livingston, President ES '70, presiding

Greetings and welcome

Corporation Business:
Annual financial report - Dr. Gabriel Reuben
Status of membership 1970-71
Report of nominating committee
Review of projects

12:00 Luncheon - hosted by the Archdiocese of Chicago School Board
Speaker - The Honorable Roman C. Pucinski
Chairman: General Sub-committee on Education
Welcome by: Rev. Robert Clark
Superintendent of Catholic Schools
Archdiocese of Chicago

1:30 Work Session: School-Industry Cooperation
Dr. Paul Buchanan, Yeshiva University - leader

Large group and small group working sessions

7:30 P. M. Meeting - Board of Directors

June 23, Tuesday

9:30 A.M.	Convene - Continuation of process work on School-Industry Cooperation; Development of local plans
12:00 - 1:30	Lunch
1:30	Network review of recommended strategies to achieve School-Industry Cooperation
	Summary of Conference proceedings
	Report of new Board of Directors

June 24, Wednesday - Workshop -- "Research Utilizing Problem Solving," conducted by Dr. John Picton, Northwest Regional Educational Laboratory, and Dr. Evelyn Mason, Department of Psychology, Western Washington College, Bellingham, Washington.

9:00 - 12:00	Workshop
12:00 - 1:00	Lunch
1:00 - 5:00	Workshop

June 25, Thursday - RUPS Workshop Continued

9:00 - 12:00	Workshop
12:00 - 1:00	Lunch
1:00 - 5:00	Workshop

June 26, Friday - RUPS Workshop Continued

9:00 - 12:00	Workshop
12:00 - 1:00	Lunch
1:00 - 5:00	Workshop

APPENDIX D
(SENT TO THE ES '70 EXECUTIVE SECRETARY)

The major areas of attention given to the ES '70 schools in the Archdiocese of Chicago have been the following: 1. Setting of goals at all levels 2. Creating a climate which encourages innovation and experimentation.

Goal formation:

1. A workshop was held to develop performance objectives for a Catholic School System.
2. Days were set aside for the Chicago Catholic School Board Office Staff to internalize the above broad system goals and to develop program goals.
3. A workshop was held for leadership training for administrators of secondary schools.
4. Our two schools are defining system and program goals and objectives. We are enlisting the help of Robert Boston who will work with teachers and administrators and the coordinator in the area of task analysis.

Climate:

1. A reading lab was installed at Loretto.
2. A learning center was constructed at Mt. Carmel.
3. Loretto has initiated their Project Learn - A program designed to build a healthy self image in black students through an integrated program based on positive teacher expectation in conjunction with individualized and small group work.
4. Loretto has implemented a new course entitled: "World Cinema and Literature". The purpose of the course is to compliment literature with medium to which the black student is familiarly attuned.
5. Two English teachers at Mt. Carmel will initiate the first individualized course at Mt. Carmel, this semester. It will be a poetry course for sophomores. One of these teachers is working with the committee writing Behavioral Objectives in English.

The future focus in our schools will be the following:

1. In-service for teachers and administrators in the area of objective-setting, etc.
2. Writing performance objectives for the school, departments and courses.
3. Continued experimentation in individualizing courses.
4. Seeking funds for innovative programs.

APPENDIX E

SOME OBSERVATIONS ON QUESTIONNAIRE DATA
GATHERED MAY 1970
LORETTO HIGH SCHOOL
CHICAGO, ILL.

---

by
Don Kelly and Sam Richardson

There are eight primary questions in the questionnaire, with a varied number of parts to each question. The following observations are outlined in the same sequence used on the questionnaire. Since the instrument had not been tested for reliability or validity, statistical techniques for correlation and significance were not used. Analysis is by inspection and supplemented with data gathered by interview and observation at the High School.

Three of the questions were cross-perceptual, focused on three primary sub-groups: teachers, students, and parents. While many at the school identified the basic problem as a lack of communication, the data sharpened this somewhat vague term. We, therefore, paid particular attention to questions I, VI, and VII.

I.

1. Almost 2/3 of the PARENTS thought STUDENTS would respond "We have enough rules" - in fact, only about 17% (40 out of 252) did so.

2. About 39% of the STUDENTS (94 out of 243) thought that TEACHERS would respond "We need more rules" - in fact, only one teacher said this!

SENIORS agree with TEACHERS that the rules aren't enforced. FRESHMEN and SOPHOMORES don't have the same history of administrative change-overs at the school and apparently believe the problem lies in not enough rules. So also in question II, where upperclassmen indicate that there is lax discipline at the school (again, comparing this with previous administrations), but FRESHMAN and SOPHOMORES still see rules being enforced.

3. About 51% of the STUDENTS (124/243) thought that PARENTS would respond "We need more rules." - but only 20% of the parents chose this response. In fact, most PARENTS agreed with the students own choice (We have enough rules, but they're not enforced.).

So too with TEACHERS. Seventy-five percent of the TEACHERS thought that PARENTS would state "We need more rules." In fact, PARENTS overwhelmingly agreed with TEACHERS and STUDENTS that "We have enough rules, but they're not enforced."

(Sam, from interview data, asks if this might tie in with the apprehension some teachers have about contacting parents? The teachers may be projecting a lack of support onto the parents and that the parents are "sterner disciplinarians" than they actually are.)

II.

1. On a continuing violation of the dress code, STUDENTS and TEACHERS generally prefer detention or a teacher talking to the student. PARENTS indicate that they would prefer a warning to them.

One possible interpretation is that each group is saying, in effect, "we want to handle this."

This and other responses might lead us to conclude that the PARENTS are here saying "We'd like to be more involved."

2. Among all respondents, 17 preferred either suspension or expulsion - only four indicated this is present practice.

If we assume that the responses from 1 to 6 are on a continuum - from a less to a more firm policy in enforcing the dress code - there is a shift in the median from present action to desired action toward the higher numbers, i.e., toward a firmer enforcement of the dress code.

Moreover, the responses shifted toward a more relational way of handling the violations, - away from doing nothing or routinely enforcing the rules. Thus the responses indicate a shift away from detention and toward such things as warning the parent or the teacher talking to the student.

3. Most TEACHERS (11/13) said that nothing was presently being done - but the three administrators did not agree. Do they know what steps the teachers are taking - or more correctly, what the teachers aren't doing?

4. The sentence-completion responses as to why this policy is presently being followed by the school was so widely varied that we can only conclude that whatever reasons the administration has for its policy, they are not widely accepted or understood.

III.

1. The total responses indicate that - taken as a whole - STUDENTS should have a greater voice in determining the rules at the school. TEACHERS were most emphatic on this point (as we'll see in a moment, the STUDENTS do not reciprocate this feeling); whereas, PARENTS felt there should be no significant changes in present practice. (PARENTS ranked, as a whole, the PRINCIPAL & ASST. PRINCIPAL first; the TEACHERS next; then themselves; and finally the STUDENTS most important in making the rules and preferred no change in that policy).

Loretto High School (Cont.)

2. A substantial minority of TEACHERS and STUDENTS ranked both the staff and the students first (placed a "1" opposite both groups), indicating a preference for a collaborative method for establishing rules.

3. There was a wide scattering of "1" rankings for who should make the rules. TEACHERS and STUDENTS both want a greater voice, yet affirmed the importance of the PRINCIPAL & ASST. PRINCIPAL'S role. TEACHERS especially prefer a collaborative decision-making style among the three groups (PARENTS were ranked last by each of the above groups).

4. STUDENTS see themselves as most important in making rules, sharing this function with the PRINCIPAL & ASST. PRINCIPAL - but rejecting the TEACHERS importance in this process.

Interviews with TEACHERS brought out the feeling that the school lacks over-all direction and that the TEACHERS want a voice in determining policy. They also feel a lack of support from the PRINCIPAL in regard to discipline - they're not always sure where she stands.

IV.

1. Of the groups responding, only a majority of PARENTS and FRESHMAN indicated that the school is adequately preparing students for their future careers.

2. As we move from the first to the fourth year students, there is a steady decline in "Yes" answers to this question (again there is a sharp difference between the upperclassmen and the underclassmen). Slightly more than a quarter of the SENIORS felt that the school did not prepare them for their future career. Approximately 1/3 of the TEACHERS agree with the SENIORS on this point.

A significant number of students and faculty added that there was insufficient equipment at the school to adequately prepare students.

V.

1. Most TEACHERS and PARENTS feel that students are receiving guidance in choosing their future careers; whereas, more than half the upperclassmen indicate that this is not the case. Of these upperclassmen who feel they are not receiving advice on their career from teachers, they overwhelmingly agree that this is NOT because the teachers are inadequate . . . but rather, that the teachers simply don't give such advice.

This immediately raised the question in our mind of why the upperclassmen responded this way - why, then, don't the teachers give such advice? Is it because the teachers in the eyes of the students, don't care? There is some interview data to support this interpretation. Or, on the other hand,

are the students assuming that the teachers are more adequately prepared to give such advice than the teachers themselves feel?

2. Both UPPERCLASSMEN and TEACHERS feel that there is more that the staff should be doing in this area. PARENTS and UNDERCLASSMEN feel that the responsibility lies more with the STUDENTS.

VI.

1. About 55% of the PARENTS and 50% of the STUDENTS (116 out of 230) thought that TEACHERS are satisfied with the orientation to black heritage at the school. In fact, only 33% of the TEACHERS chose this response.

2. TEACHERS and PARENTS saw most STUDENTS wanting greater emphasis on black heritage. Their perception of students was correct, since most students did respond this way.

3. STUDENTS and TEACHERS generally felt that PARENTS were satisfied with the orientation to black heritage at the school - and most parents are (65%). Almost all the remaining parents (30%) agree with the students that there should be a greater emphasis. As a whole, parents sentiment on this question is accurately perceived by the other groups!

4. Generally speaking, a slight majority of STUDENTS want greater emphasis (and in interviews we were told that they would prefer a black teacher in this role, though this was not absolutely essential). A substantial minority of STUDENTS are satisfied. TEACHERS were divided in the same proportions as the students on this question. PARENTS, however, are largely satisfied. Thus an increased emphasis on black heritage may have to deal with parental indifference or resistance. Some parents that were interviewed indicated that they saw an increased emphasis on black heritage as potentially leading to increased black militancy.

5. Only one TEACHER thought that most TEACHERS preferred a greater emphasis, but a 1/3 (5 out of 16) said they would like to see this. As a group, TEACHERS were least accurate in predicting the responses of their peers. Based on this data, an individual teacher has difficulty "reading" where the rest of the staff stands on this question (again, there is other data that would tend to confirm this).

VII.

1. It was projected by the other groups that PARENTS would identify stealing and smoking as the two major problems of the school - in fact, however, they identified being late to class, stealing, and not showing up for class (in that order) as the major problems.

2. PARENTS and TEACHERS agree on the rank order of the major problems of the school (being late to class, stealing, not showing up for class, and smoking).

3. PARENTS are the most misunderstood group of the three. For example, the TEACHERS predicted drinking to be a problem in the parent's eyes; in fact, it was far down on the parent's list of concerns. Or again, the parent's first choice, being late to class, hardly appears at all on the TEACHERS prediction of their response.

4. PARENTS also had a great deal of difficulty predicting the STUDENTS response. The students sense this - many told us or wrote on their questionnaire that the parents didn't know what was going on at the school. (This should also be compared with #3 above.)

5. Stealing was the most commonly agreed-upon problem at the school. All groups ranked this either first or second among those listed.

6. TEACHERS, as in the previous question, had difficulty in projecting how their peer group would answer this question. They predicted that, as a staff, they would clearly identify two major problems: not showing up for class and being late for class. Stealing was presumed to be a distant fourth in their peer's eyes. In fact, the staff ranked stealing first (tied with being late to class).

7. STUDENTS said that smoking was either the first or second-most important problem at the school, but the TEACHERS and PARENTS listed this a more distant fourth in their lists.

VIII.

1. Except for the FRESHMEN, all groups agreed that the PARENTS are not involved in Loretto Academy. It is interesting to note that most JUNIORS didn't even bother to answer the question (only 16 out of 63). Several STUDENTS indicated that the PARENTS aren't involved - "and shouldn't be!"